

ORCHARD PARK ELEMENTARY

474 Third Baxter Street
Fort Mill, South Carolina

Grades	K-5 Elementary School	
Enrollment	726 Students	
Principal	Linda D. Locklier	803-548-8170
Superintendent	Dr. James N. Epps, Jr.	803-548-2527
Board Chair	Patrick White	803-802-0033

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Excellent**	**Excellent**
2009	Excellent	Excellent
2008	Excellent	Good
2007	Excellent	Good
2006	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

ORCHARD PARK ELEMENTARY	03/09/11-4604051

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

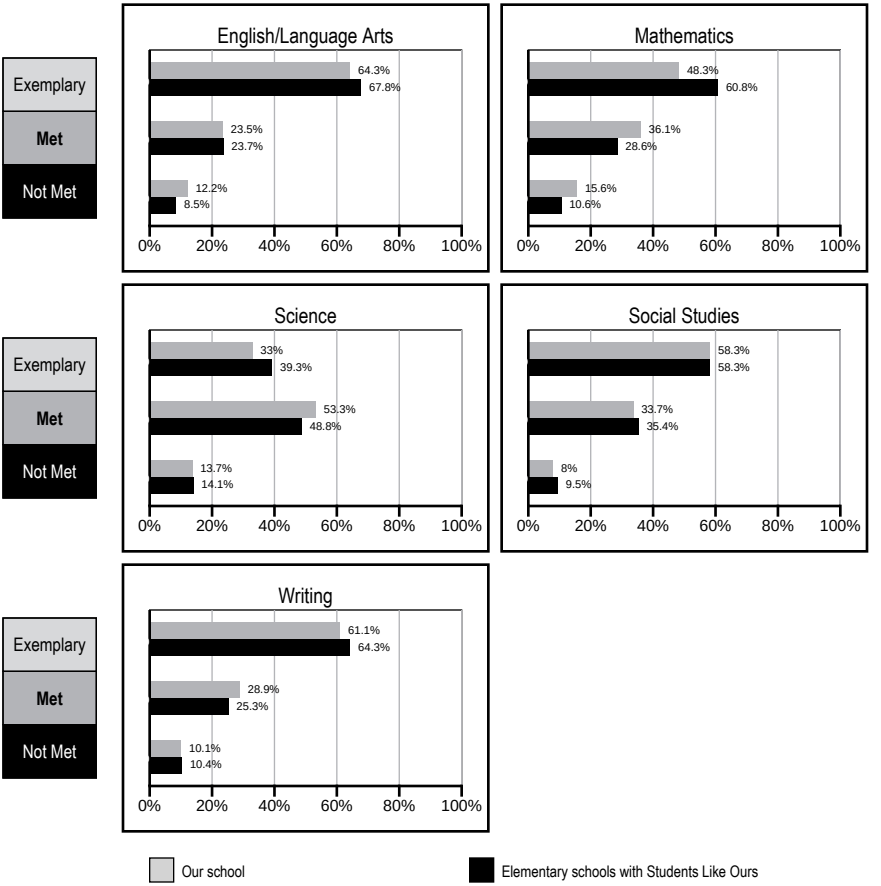
Percent of students tested in 2009-10 whose 2008-09 test scores were located	90.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
16	2	0	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=726)				
First graders who attended full-day kindergarten	100.0%	Up from 98.7%	100.0%	100.0%
Retention rate	0.8%	No Change	0.3%	1.2%
Attendance rate	96.9%	Down from 97.2%	96.9%	96.1%
Eligible for gifted and talented	27.9%	Down from 30.6%	35.6%	11.7%
With disabilities other than speech	5.6%	Up from 4.6%	4.9%	8.0%
Older than usual for grade	0.2%	Up from 0.0%	0.1%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	67.3%	Down from 68.9%	65.2%	60.5%
Continuing contract teachers	87.8%	Up from 85.2%	87.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.3%	Down from 94.6%	88.9%	87.0%
Teacher attendance rate	94.7%	Down from 95.8%	96.4%	95.4%
Average teacher salary*	$51,257	Up 1.8%	$50,174	$47,288
Professional development days/teacher	9.0 days	Down from 11.5 days	8.7 days	10.5 days
School				
Principal's years at school	9.0	Up from 8.0	6.0	4.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 18.6 to 1	21.2 to 1	19.2 to 1
Prime instructional time	90.8%	Down from 92.0%	93.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	97.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	$6,009	Down 7.6%	$7,341	$7,548
Percent of expenditures for instruction**	77.2%	Up from 74.1%	68.7%	68.7%
Percent of expenditures for teacher salaries**	74.6%	Up from 70.9%	65.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Be a good ambassador! Remember that you represent not only yourself, but also your family, your classmates, and Orchard Park Elementary School!" These are words that OPES students hear several times a month from the time they enroll until they move on to middle school.

And what great ambassadors they have been during the 2009-2010 school year! All stakeholders at Orchard Park understand and respect the value of a comprehensive instructional program, and this belief is reflected in student performance. For the eighth consecutive year, the attendance and test scores of our students won recognition as a Palmetto Gold School for Achievement. The school was also recognized as a Palmetto Silver award winner for closing the gap between subgroups of students. One of our fifth graders won the Nation Ford DAR writing contest for York County. The students demonstrated their commitment to community service through their Food Drive, Coat Drive, and Angel Tree donations, raising over $5,285 in Jump Rope for Heart, honoring servicemen and women in a Veteran's Day Parade, and participation in environmental projects. Student activities included School Patrol, Environmental Club, Wee Deliver, The Write Stuff, OPEN Broadcasting teams, Girls on the Run, Book Buddies, the "Too Good for Drugs" curriculum, widespread use of Senteos, media literacy studies, Accelerated Reader, FasttMath, and the newly formed Archery Club. Special student activities involved field trips to Camp Thunderbird, Brattonsville, Junior Achievement BizTown, and Patchwork Tales.

Although five positions were no longer funded in 2009-2010 due to budget constraints, members of the faculty family continued to demonstrate their commitment to improvement of student performance through professional development in research-based activities in individual and group inquiries. All teachers are classified as highly qualified, and the school is accredited by the state and the Southern Association of Colleges and Schools. Three additional teachers earned National Board Certification, bringing the total to 16 at Orchard Park. Faculty efforts have focused on excellence in mathematics as we integrated Math Out of the Box activities into daily instruction.

The OPES PTO provided support through volunteer hours, financial support for classroom materials and activities, and the organization of a highly successful Booster-Thon which raised over $28,000. The dedication of our PTO provides a strong reinforcement for the tradition of academic excellence of all students.

As we strive to continue our mission to put children first by providing quality instruction in a caring environment where students are recognized as individuals and educated to their potential, we wish to thank our cooperative and devoted partners in education: Orchard Park's parents, the PTO and School Improvement Council, our district administrators and school board, the Foundation for Fort Mill Schools, and local businesses. Through the perseverance of all involved during this time of severe budget restrictions, we will continue to encourage every Orchard Park student to "Be a good ambassador!"

Linda Locklier, Principal
Mike Shaughness, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	89	71
Percent satisfied with learning environment	100.0%	85.4%	94.3%
Percent satisfied with social and physical environment	97.9%	87.6%	94.3%
Percent satisfied with school-home relations	95.9%	94.3%	89.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.3%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.5%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

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ORCHARD PARK ELEMENTARY										03/09/11-4604051
PASS Performance By Group										
	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	311	99.7	11.9	23.5	64.5	95.2	93.3	83.5	Yes	Yes
Gender										
Male	151	100	18.1	22.9	59	91.7	91.6	80.1	N/A	N/A
Female	160	99.4	6	24.2	69.8	98.7	95	87	N/A	N/A
Racial/Ethnic Group										
White	241	99.6	9.1	19	72	97.4	95	89.6	Yes	Yes
African American	50	100	26.2	50	23.8	83.3	83.3	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	90.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	85.1	I/S	I/S
Disability Status										
Disabled	33	100	51.6	16.1	32.3	71	64.5	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.3	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	65	100	31	37.9	31	86.2	82.2	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	311	99.7	15.4	36.2	48.5	90.1	92.7	80.4	Yes	Yes
Gender										
Male	151	100	17.4	31.9	50.7	86.1	91.8	78.4	N/A	N/A
Female	160	99.4	13.4	40.3	46.3	94	93.6	82.5	N/A	N/A
Racial/Ethnic Group										
White	241	99.6	9.1	37.5	53.4	94	94.7	87.8	Yes	Yes
African American	50	100	47.6	31	21.4	69	79.6	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.2	93.5	I/S	I/S
Hispanic	10	I/S	I/S	I/S	I/S	I/S	89.7	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	100	83.2	I/S	I/S
Disability Status										
Disabled	33	100	51.6	19.4	29	54.8	60.6	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	85.3	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	65	100	41.4	37.9	20.7	70.7	80.2	72.8	Yes	Yes

***** Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	209	100	13.3	53.6	33.2	86.7	86	67.3
Gender								
Male	104	100	14.1	49.5	36.4	85.9	85.7	66.9
Female	105	100	12.4	57.7	29.9	87.6	86.3	67.7
Racial/Ethnic Group								
White	164	100	7.6	53.5	38.9	92.4	90.3	79.6
African American	33	100	N/A	N/A	N/A	60.7	62.6	49.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	90.6	84.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	73.4	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	17	100	33.3	60	6.7	66.7	55.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.3	58.6
Socio-Economic Status								
Subsidized meals	43	100	43.6	43.6	12.8	56.4	65	55.4
Social Studies								
All Students	210	100	7.6	33.8	58.6	92.4	87.7	70.9
Gender								
Male	101	100	7.3	33.3	59.4	92.7	87.2	70.1
Female	109	100	7.8	34.3	57.8	92.2	88.3	71.7
Racial/Ethnic Group								
White	162	100	6.4	31.8	61.8	93.6	90.8	79.2
African American	33	100	11.1	48.1	40.7	88.9	70.7	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.2	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	81.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	25	100	33.3	33.3	33.3	66.7	59.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.5	68
Socio-Economic Status								
Subsidized meals	39	100	14.7	47.1	38.2	85.3	69.7	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	312	99.4	10.1	28.9	61.1	89.9	87.9	72.1	96.9	96.5
Gender										
Male	152	99.3	15.2	33.1	51.7	84.8	83.8	65.2	96.8	96.5
Female	160	99.4	5.2	24.8	69.9	94.8	92.3	79.2	97.1	96.5
Racial/Ethnic Group										
White	244	99.2	6	26.4	67.7	94	91	80.8	97	96.5
African American	46	100	31	42.9	26.2	69	72.1	59.7	96.4	96.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.1	87	97.7	97.3
Hispanic	12	100	16.7	33.3	50	83.3	75.4	64.6	97.4	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	91.7	73.4	98.6	95.7
Disability Status										
Disabled	33	97	50	31.3	18.8	50	47.1	27.7	96.1	95.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.3
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	68.2	63.7	97.4	97.2
Socio-Economic Status										
Subsidized meals	57	98.3	30.4	37.5	32.1	69.6	70.2	61.9	96.1	95.8

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ORCHARD PARK ELEMENTARY 03/09/11-4604051

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	135	99.3	4.5	18.8	76.7	95.5
	4	144	100	11.3	28.2	60.6	88.7
	5	131	100	5.3	42	52.7	94.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	109	100	16.5	13.6	69.9	83.5
	4	110	99.1	5.9	31.7	62.4	94.1
	5	92	100	13.5	25.8	60.7	86.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	135	99.3	6.8	35.3	57.9	93.2
	4	144	100	12.7	32.4	54.9	87.3
	5	131	100	13	41.2	45.8	87
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	109	100	26.2	31.1	42.7	73.8
	4	110	99.1	4	37.6	58.4	96
	5	92	100	15.7	40.4	43.8	84.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	67	100	6	37.3	56.7	94
	4	144	100	7.7	54.2	38	92.3
	5	64	100	10.9	65.6	23.4	89.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	53	100	20	30	50	80
	4	109	100	7.9	68.3	23.8	92.1
	5	47	100	17.8	46.7	35.6	82.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	67	100	1.5	31.8	66.7	98.5
	4	144	100	6.3	38.7	54.9	93.7
	5	67	100	7.5	47.8	44.8	92.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	56	100	11.3	34	54.7	88.7
	4	109	100	5.9	34.7	59.4	94.1
	5	45	100	6.8	31.8	61.4	93.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	135	100	5.2	16.4	78.4	94.8
	4	144	100	8.5	26.1	65.5	91.5
	5	131	100	7.6	30.5	61.8	92.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	109	99.1	15.4	24	60.6	84.6
	4	109	100	5.8	34	60.2	94.2
	5	94	98.9	8.8	28.6	62.6	91.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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